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ABSTRACT

Annotations of articles, written in English, provide the content for a bibliography of educational materials written in French useful to those with an interest in North Africa. Sections on Algeria, Libya, Morocco, and Tunisia are preceded by a section on the Maghreb which deals with the special problems of illiteracy, multilingualism, and rapid social change which are common to all four countries. Topics such as the philosophy and theory of education, educational organization, adult education, teacher training, religious education, artistic education, special education, and teaching aids are covered. A final section is reserved for annotations of materials relating to the special problem of Arabization, the spreading of the Arabic life in daily life and in education. Related documents are ED 071 980-981. (KSM)

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LIBYA

MOROCCO

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PREFACE

Combatting illiteracy, preparing an often isolated youth with little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal schooling.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statements of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulties, these issues will be, we hope, not only of use to educators and students, but also of interest to those with a general interest in North Africa.

I. THE MAGHREB

Philosophy and theory of education

1. "Le premier séminaire arabe sur la déperdition scolaire" (The first Arab seminar on educational failure). El Moudjahid, January 23-24, 1972, p. 4.

Held under the auspices of the organization for scientific and cultural education, depending on the Arab League, the seminar on educational failure is the first of its kind to be held on the level of the Arab countries. Its work was oriented towards two main themes: the causes of failure and the effect of failure on the different sectors of the national activity.

This failure is the result of a defective functioning of teaching when it undergoes economic, social, cultural, pedagogical and technical strains.

Through the importance of the subjects treated, and through the originality of this seminar, unprecedented in the Arab world, its task was to reach conclusions which specialists and teachers consider to have been "a basis for progress for the Arab school." The idea of failure and the reasons for it were thoroughly discussed. The priority which must be given to education was emphasized, as was the error which consists in dissociating the development of an educational system from economic development.

2. Sraieb, Noureddine. "Politiques culturelles, nationales et unité maghrébine" (National cultural policies and the unity of the Maghreb). Annuaire de l'Afrique du Nord, vol. IX, 1970, pp. 101-127.

The author analyzes the various aspects of the French teaching policy in the Maghreb and then reports on what these countries have accomplished in this field. Has political independence favored a harmonization of cultural policies in these countries or not? The examination of the process of harmonization is made on 2 levels, at the level of bilateral relations, and at the broader level of the 4 Maghreb countries. The agreements, despite their insufficiencies, do at least exist. The ministers have also espoused the principle of meetings -- a first conference was held in 1966 in Tunis, a second in 1967 in Algiers and a third in 1969 in Rabat. It is still too early to make a report on the situation, but one can see tendencies towards harmonization of the problems in suspense and the brakes to unification. National politics are always predominant.

Educational organization - Primary education

3. "Une équipe de chercheurs maghrébins reçue par le ministre algérien des enseignements primaire et secondaire" ((A team of Maghreb researchers received by the Algerian minister of primary and secondary teaching). La Presse, March 22, 1972, p. 5.

The team of which this article speaks was created by the Second Conference of Maghreb Ministers of Education in Algiers in April 1967. They have, since 1969, been working on a basic Arabic dictionary for students in the primary schools of the Maghreb.

Educational organization - Higher education

4. Beutler, M. "L'enseignement supérieur en Afrique" (Higher education in Africa). Afrique contemporaine, no. 60, March-April 1972, pp. 16-22.

One part of this article on the recent development of the universities of French-speaking Africa and the role of international cooperation, concerns the Maghreb. The Maghreb as a whole has 3 large universities which were taken in hand by their nations upon their formation or directly after independence. They are directly dependent upon the government authorities, at the same time that they function, in large part, along the lines of the imported model. They work for national economic promotion and are committed to the objectives of international cooperation, among others with the French-language universities. They benefit from technical assistance. Teaching in these universities is marked by noticeable progress in the Arabic language, especially in Algeria.

II. ALGERIA

Philosophy and theory of education

5. "Le Conseil de la Révolution et le Gouvernement constatent: le plan quadriennal s'exécute correctement" (The revolutionary council and the government observe that the four-year plan is proceeding well). El Moudjahid, January 1, 1972, p. 3.

In the field of education and training, the revolutionary council and the government have expressed satisfaction with the clear and encouraging progress which has been made. There has been a rapid growth in the numbers enrolled, and progress has been made in spreading education and culture through all regions of the country. Profound adaptations of the educational and training system to the requirements of the revolution have been made, especially through the systematic effort to revive the national language, through university reform and through the entry of the technology institutes into their active phase.

6. Daoud, Zakya. "Algérie: Révolution culturelle" (Algeria: Cultural revolution). Jeune Afrique, no. 573, January 1, 1972, pp. 24-26.

The educational authorities in Algeria have chosen

to break with the past and to install a teaching system which is new from start to finish. The programs will be replaced by nodules ("blocks" of instruction), and examinations by quarterly promotions. There will be no more, or almost no more Faculty at the university, but rather an integrated teaching; no longer 3 months of vacation, but 1; fewer courses under teachers and more practical training periods. Education will be oriented more towards the practical than towards the humanities. This arises from the necessity of training young people as quickly as possible, so that they will be fit to meet the country's needs and will be "Algerianized." The investments made must be made profitable. The teaching method is very much like that used in the centers for professional training, with the special use of "indirect" methods (audio-visual), and an emphasis on science. The training is intensive. Algeria has obtained considerable aid for the exceptional program of setting up technology institutes. The Algerian authorities insist greatly on the idea of continuous education necessary for the assimilation of scientific progress after the training period.

7. "Du droit de propriété à la promotion culturelle" (From property rights to cultural promotion). El Moudjahid, February 8, 1972, p. 5.

At least 80% of the rural population is illiterate. For children, great steps have been taken. School enrollment reaches the great majority of country children, but for most cases and for economic reasons, they rarely go beyond the stage of primary schooling.

In the cases of women and young girls, everything remains to be done. In addition to these overall methods of training, adults will receive a specific training, instruction in their profession, which will enable them to adopt work methods which are better suited to new production requirements. The agricultural revolution will make it possible, once their vital needs have been met, to extend their knowledge.

8. "Du 22 au 25 mars, séminaire à Alger des directeurs de wilaya chargés de l'éducation et de la culture" (From March 22 to 25, seminar in Algiers for the directors of wilayas responsible for education and culture). El Moudjahid, March 16, 1972, p. 3; El Moudjahid, March 26-27, 1972, p.4.

This seminar will make it possible to examine the current school situation and to study a certain number of projects to improve or change the current educational system. Among others, will be studied: preparation for the next school year, teaching responsibles, the division of the circumscriptions for elementary and secondary teaching inspectors , the results of the conversion of technical high schools into technicums, and the situation with regard to technology institutes.

At the closing session, the results of all the committees were given, and the general resolution adopted was set forth.

9. "Journée d'information pour les cadres de l'éducation de Mostagenem" (Information day for the education authorities of Mostaganem). El Moudjahid, March 28, 1972, p. 7.

This meeting, which was attended by the inspectors of elementary and secondary teaching, directors of the "collèges d'enseignement moyen" (secondary vocational schools), lycee professors and the heads of the ITA establishments, was organized by the Director of Education and Culture, Mr. Boualga, who explained certain points in the reform of teaching contained in the ministerial instructions relative to drawing up predictions on numbers and pedagogical structure. He emphasized the application of the normalized pedagogical organization valid for the 3 cycles.

10. "Le système éducatif global de l'Algérie. Le problème de la maitrise de l'existence" (The overall educational system of Algeria. The problem of mastering life). Pub. by the Secretariat Social of Algiers. Information rapide, Monthly bulletin of the 8th series, no. 9/10, September 1972.

A contribution to research on education in Algeria with the desire of renewing the problematics of that education with the help of cultural anthropology and as a function of the undertaking of socio-economic development. The study concerns the educational system which the Algerian society proposes to and imposes on its members. An attempt is made to expose diffuse models and to try to find out what type of man and of society presides over the functioning of the system. The first part attempts to characterize the type of mastery of existence spread by the global educational system of the original Algerian society -- the original mastery of existence. The second part attempts to relate this original mastery to that required by the current development situation in Algeria -- the current mastery of development.

In conclusion the author says that all people must attain a mastery of existence, even if the type of mastery to which he submits is different from that of others.

Educational organization

11. "Direction de l'Education et de la culture" (The bureau for education and culture). El Moudjahid, February 3, 1972, p. 10.

A state diploma has been created which is called the Certificate of Vocational education, combining studies of vocational training and the instruction of the 1st cycle of the technical schools, and which in El Ahlia is substituted for the Certificate of Agriculture and the Certificate

of General Instruction.

It includes one general instruction option (Arabic and French) and one technical instruction option. The tests for these options and the terms of enrollment are then discussed.

12. "Mixité ou non: un choix dépassé" (Coeducation or not: an out-dated choice). El Moudjahid, January 28, 1972, p. 5.

An out-dated choice, but one which is indispensable in Algeria -- but how to control it? What was sacreligious yesterday has become absurd. Mixed schools must become more numerous. It is there that the best preparation is given for a coexistence between men and women. The government encourages the creation of coeducational schools, and if coeducational lycees present certain material problems, the importance of this must not be underestimated. The university year began with the suppression of mixed university residences. This measure of segregation would seem to show that the students, especially the women, were behaving suspiciously. It calls into question the basic principles of education and the idea of a certain modernism. A university residence or a lycee is a work place like any other, and has regulations which must be applied so that no situation calling for extreme measures will arise.

13. "Scouts et JFLN dans tous les établissements scolaires. Désormais l'éducation politique dans les écoles et lycées du pays" (Scouts and Youth of the National Liberation Front in all educational institutions. From now on, political education in the schools and lycees of the country). El Moudjahid, March 9, 1972, pp. 1, 5.

JFLN and SMA cells have been set up in the primary and secondary educational establishments. This decision raises problems of organization and training of responsibles, despite the help of the ministries of education and youth and sports. The essential interest of this is that for the first time, classical education and political education will go together, and this is the preliminary stage in the formation of the new man.

Seminars and courses will be organized in Algiers and along the littoral to receive more than 8,000 teachers (in French and Arabic).

14. "Au technicum de la rue Larbi Tebelsi, plus de 400 jeunes filles apprennent un métier" (At the technical school of the rue Larbi Tebelsi, more than 400 young girls are learning a trade). El Moudjahid, January 14, 1972, p. 2.

The studies here are spread out over three years. The young girls receive a general education of the same type as that given in the vocational secondary schools. At the same time, in the form of practical work, they also receive a technical education. In addition to the techniques

of cooking, hairdressing and embroidery, they learn all household tasks. What difficulties exist are caused by the lack of qualified administrative personnel, problems of space and equipment, and recycling.

Educational organization - Secondary education

15. "Réorganisation du baccalauréat de l'enseignement secondaire" (Reorganization of the baccalaureate of secondary teaching). El Moudjahid, March 7, 1972, p. 3.

The text of the bill rescinds the bills of application of decree no. 63-495 of December 31, 1963.
The examination includes written tests following the official programs, and a physical education test.
A school attendance certificate must be produced. The five series are sciences, letters, mathematics, mathematics techniques and economic techniques.

16. "Semaine d'information pour les élèves du CM2 et de fin d'études: l'enseignement du second degré " (Information week for students of the CM2 and those finishing their studies: second-level teaching). El Moudjahid, March 23, 1972, p. 3.

This week was organized by the ministry of primary and secondary teaching. Second-level instruction is composed of one 4-year cycle and one 3-year cycle. The student learns how to organize his studies. There are two sections, one entirely in Arabic, and another bilingual, where only natural science and mathematics are taught in French. Optional courses are indicated. During another course, they will be shown the different possibilities in technical instruction.

Educational organization - Higher education

17. Benachenhou, Mourad. "L'université face au défi du développement" (The university faced with the challenge of development). Le Monde diplomatique, 214, January 1972, p. 34.

The university is at the center of the government's concerns. It is increasing the university's capacity, at the same time seeking better to adapt this institution, its pedagogical organization and its mode of functioning to the development objectives of the country. Instructors have received all necessary means for accommodating the rising tide of the young generations. Universities have been created in Oran and Constantine in 1962, in addition to the university of Algiers, which has been extended. Scientific and technical universities are planned, 2 in Algiers and 1 in Oran, and 1 near Annaba. Each of these will be technically oriented towards the main production activities of the region in which it is built. Special institutes will complement them. Functioning capacity is under-used. The new objectives imply profound changes in the conceptiom of

training programs. The new university programs constitute organizing knowledge and lines of function leading to production positions. Emphasis is put on the future trained staff member having knowledge which will make it possible for him to take his place in the production system quickly, with maximum efficiency. On-the-site training periods will be multiplied and lecture courses will decrease in number.

18. "M. Benyahya a examiné les problèmes de l'Université de Constantine" (Mr. Benyahya examined the problems of the University of Constantine). El Moudjahid, January 23, 1972, p. 3.

An important debate took place between the Minister of Higher Education and the students. The problems worrying the latter are problems of re-establishment, reform, means of transportation, lodging, social advantages, etc. The training of the personnel necessary for the country's development is one of the keystones of the revolutionary power's politics. The decentralization of the university has posed problems of capacity, equipment and teaching to which have been added the establishment of revisions in the teaching programs. The minister followed attentively the reports of the rector and of the deans, as well as those of the students. He gives priority to the problems of the faculties of medical and biological sciences, especially in the field of equipment. His attention has also been given to problems of educational and administrative personnel. Large credits have been allotted for filling the library. At the beginning of the next school year, the students will receive the manuals necessary in the form of a loan. A conference was held on teaching reform.

19. "L'Université d'Alger et les premiers examens semestriels" (The University of Algiers and the first semester examinations). El Moudjahid, January 25, 1972, p. 2.

Students have been in the middle of examinations for two weeks. These are the first exams since the reform which was announced in July 24, 1971. The purpose of this reform was to permit continuous assessment of knowledge and to protect the students from possible failure at the moment of end-of-year exams.

Students who have studied under the old system adapt to this with difficulty, and in addition the reform does not seem to be applied in the same way in the different university units of Algiers. An explanatory campaign would be useful.

Adult education

20. "Alphabétisation: Il ne faut pas seulement savoir lire" (Literacy: It is not enough simply to know how to read). El Moudjahid, January 10, 1972.

Acquisition of literacy must not be limited to learning to read. It must also make the training of workers possible. It must make them able to acquire a more thorough professional, socio-economic, intellectual, civic and political training.

Meetings held in various towns had the aim of explaining the objectives of the literacy campaign. The roles played by the party, the National Literacy Center and the other organizations were defined.

21. "Campagne d'alphabétisation" (Literacy campaign), El Moudjahid, February 20-21, 1972, p. 7.

Hundreds of adult students attend the Ben Ismail center. The National Liberation Front organization of this town has opened several literacy centers, which receive more than 600 adults, civil servants, community employees, and agricultural workers. The aim is the acquisition of knowledge in reading, writing, intellectual training, and the adoption of new attitudes through acquiring ideas of hygiene, reading, writing, history and geography of their country.

At Guenana numerous classes have been transformed into literacy centers where, during the week, four levels are taught -- language, calculus, dictation and composition.

22. "La campagne d'alphabétisation est ouverte" (The literacy campaign has begun). El Moudjahid, March 8, 1972, p. 2

All the means available have been called forth to fight illiteracy. Teaching materials have been distributed. Centers have been opened which give accelerated teaching for the Arabization of trained administrative personnel. Arabization centers for French-speaking teachers are planned. Numerous young people and adults are following night courses. Literacy is becoming a reality.

23. "Une première mesure pour les jeunes de 14 à 18 ans. Création de centres de préoccupation scolaire et de formation professionnelle" (A first measure for young people 14 to 18. The creation of educational concern and professional training). El Moudjahid, February 17, 1972, p. 2.

A center of educational concern will be opened for young people 14 to 18 at the beginning of next month. The "Plan for action '72" has been drawn up to train, orient and educate. Work sessions have been planned with the directors of schools and the parents of young scouts. Educational communes will be created. One of the main aims is to organize young peoples' leisure time and to increase the capacity for taking care of a youth whose parents leave them too much freedom.

24. "Tiaret: Ouverture d'une université populaire" (Tiaret: The opening of a peoples' university). El Moudjahid, January 3, 1972, p. 7.

The cultural situation in the Wilaya of Tiaret is characterized by a thirst for knowledge, and an absence of infrastructure capable of meeting the needs of large-scale mass literacy. A peoples' university has been created. The teachers, who are not paid, give courses going from the CEP to the baccalaureate. There is a section of beginning Arabic.

Enrollment is constantly increasing. Pedagogical control is planned. The institution of a self-discipline will favor the running of the university. It has been set up in the school Ait Amrane.

25. "L'UNFA crée un centre féminin de formation technique à Bejaia" (The National Union of Algerian Women creates a technical training center for women at Bejaia). El Moudjahid, February 18, 1972, p. 5.

In response to the aims of the National Council of the UNFA, and in order to give young women every opportunity to integrate and participate in the construction of the country, the Daira bureau of the UNFA of Bougie has created a women's technical training center, thanks to the goodwill of several women who are responsible for organizing and running the center.

Embroidery, dressmaking, tapestry and knitting are taught, and in addition some students take catch-up courses in French. The center makes it possible for them to learn a trade at the same time that they improve their cultural level. The crucial problem at the center is a lack of monitors.

Teacher training

26. "Un modèle d'enseignement: l'Institut de formation de professeurs d'Enseignement moyen et ses expériences" (A model in teaching: the Institute for the training of vocational school teachers and its experience). El Moudjahid, January 7, 1972, p. 10.

Those with a baccalaureate, students with the high school leaving level or former teachers, all receive the same instruction in each category, the objective being to produce, in quantity and in quality, qualified teachers out of young people who have been unable to go on to higher education, or our of former teachers. A very broad range of disciplines is offered to the trainees. The training system of the institute is characterized by the introduction of and experimentation with new psychological and pedagogical methods. The trainees prepare their courses with the professors, and practical work alternates with theoretical exercise. Audio-visual aids are very important. Visits are organized. The trainees are expected to keep abreast of current events. The library has been reorganized. A very great place has been allotted to esthetic training. A new method of teaching can be discerned, divided into work groups.

27. "Seminaire pour formateurs des instituts de technologie" (A seminar for those teaching in technology institutes). El Moudjahid, February 8, 1972, pp. 1 and 3.

The aim of this seminar is to make teachers in technological institutes aware of new training methods, in accordance with the letter of the bill creating the technology institutes, in the aim of promoting a training, with as little cost as possible in as little time as possible, of directly operating trained personnel. The research effort and the pedagogical renewal should emphasize as much as possible training in the Arabic language.

28. "390 jeunes enseignants participent à un stage de formation d'animateurs culturels et sportifs" (390 young people participated in a training program for cultural and sports organizers). El Moudjahid, January 6, 1972, p. 5.

The Ministry of Teaching is organizing training programs for cultural and sports organizers throughout the country.

Through presentations and practical work on the cinema, the theatre, poetry, painting, solfege . . . these new educators will complete the education of the Algerian child and will contribute to his development as well as to the formation of citizens and workers. This will permit the Algerian to become conscious of his true personality.

Religious education

29. "L'enseignement originel en Algérie" (Religious education in Algeria). Revue de Presse, vol. 17, no. 162, February 1972. 4 pp.

This article was written by Abd-el-Madjid Cherif, Director of Religious Education, in Al Açala, no. 6, Chaabane 1391/October 1971, which is a cultural revue of the Ministry of Religious education and affairs.

After giving a history of religious education, the author studies the aims of this education -- to train a coming generation provided with a scientific training, backed up by a solid Muslim education, to establish the Arabic language, to save children who have not been able to benefit from general education, and to form solid religious staff. He then studies the current situation in religious educational institutions. These establishments have now become official. There are 20 at present, and it has been decided to found a certain number of others, within the framework of the four-year plan. Complementary and secondary instruction has been organized at all levels in a program which includes the classical, linguistic and modern sciences, offering the students the specialty of their choice. Conformity with the program of primary and secondary instruction is rigorous. The conclusion is the granting of the certificate of "Al Ahlia" instituted in 1962. With this diploma and a period

of apprenticeship required by the Ministry of Primary and Secondary Education, they may become teachers. Secondary religious education leads to the baccalaureate in religious education and makes it possible to enter university. Higher religious education will make necessary the creation of an Islamic university. A project for 3 faculties has been prepared -- at Algiers, Constantine and Oran. One will study religious Islamic law and comparative law, the second the foundations of the religion and comparative philosophy, and the third the Arabic language and its literature, and certain ancient languages related to it.

The last part of the article concerns the school activity (student committees, conferences, physical education), and the teachers.

Artistic education

30. "Les Beaux Arts - 'un enseignement adapté au présent et tourné vers l'avenir.' Entretien avec Bechir Yelles, directeur de l'ENABA" (Fine arts - "an instruction adapted to the present and turned towards the future." Interview with Bechir Yelles, director of the school of fine arts). El Moudjahid culturel, no. 35, March 15, 1972, pp. 1, 6 and 7.

The fine arts are continuously attracting the interest of young Algerians, at the National School of Fine Arts and at the regional schools of Oran and Constantine. These must furnish the trained artists the country needs. There are 250 fine arts students in Algiers. In a little less than 10 years, says the director, the school has graduated 7 classes, covering the different fields of artistic activity. The school is open to those with secondary instruction diplomas of the BEG or Ahlia level. The course lasts 5 years. The students are placed in a circuit of economic activity starting at the end of their studies. The school has already provided many trained staff, but in order to meet the developing nature of teaching, a reform is being studied.

31. Bradai, Nachid. "La réforme de l'enseignement musical" (The reform of music education). El Moudjahid culturel, January 19, 1972, no. 27, p. 8.

The teaching of music has not been neglected, and conservatories exist. At the municipal conservatory, new classes open every year. Andalusian music occupies a greater and greater place. There also exist a national institute of music, a fine arts society and private courses. A coeducational school teaching music and intellectual disciplines is to be created. It will be organized in 3 degrees, primary, secondary and higher. Emphasis is put on the reforms to be carried out in music teaching and the possible program.

Cooperation

32. "La coopération technique et culturelle algéro-française" (Algerian-French technical and cultural cooperation). El Moudjahid, February 22, 1972.

The mixed commission created by the convention of April 8, 1966 met in Algiers on February 17 and 18, 1972. Special attention was given to the following points:

- a report on cooperation during the past year;
- the means to be used to improve the recruitment of French teaching personnel;
- administrative and financial organization of cooperants.

33. "Le séjour de M. Mohamed Ould Baba, ministre mauritanien de l'enseignement technique" (The visit of Mohamed Ould Baba, Mauritanian minister of technical education). El Moudjahid, February 9, 1972, p. 3.

This meeting with Mr. Abdelkrim Benmahmoud, minister of primary and secondary education, concerned the cultural cooperation between the two countries.

Planned are:

- the sending of an additional contingent of Algerian teachers;
- the sending of education manuals and pedagogical documentation;
- the granting by Algeria of grants for training.

III. LIBYA

Educational organization

34. "Chronique sociale et culturelle. III. Libye. 1. l'éducation nationale" (Social and cultural chronicle. III. Libya. 1. National education). Annuaire de l'Afrique du Nord, pp. 383-391.

Because of the repercussions which education has on all other sectors of Libyan life, priority has been given to the battle for education. The philosophy of revolutionary education in Libya implies the formation of the citizen under the triple sign of liberty, socialism and unity. A reform of national education has been structured and a plan of action been established. Planning has started, but without complete directives. An end has been put to the nomination of unqualified teachers, preference being given to recourse to other Arab countries. Former quantity and quality have been criticized. Current problems are caused above all by space (a system of renting), methods and manuals. A committee of Libyan, Egyptian and Sudanese experts has been given the task of unifying orientations, methods and programs for

primary schools, to make it the basis of a homogeneous education for young Arabs of the countries of the Tripoli pact. The same thing is planned for preparatory teaching.

The planning of a university has been integrated into the overall government planning. The schools and institutes of the Islamic university have been integrated, as the problems raised by teaching are numerous and complicated.

IV. MOROCCO

Philosophy and theory of education

35. "Les méthodes de l'enseignement doivent dégager toutes les élites" (Teaching methods must bring forth all the elites). L'Opinion, January 6, 1972.

The quality of the teaching given to young people, and the nonexistence of processes capable of revealing and using well the nation's elites, are the origin of a number of problems which are today desperately weighing down Moroccan youth.

Educational organization

36. "Une décolonisation à entreprendre: celle de notre histoire" (A decolonization which must be undertaken: that of our history). L'Opinion, January 17, 1972.

The teaching of history in Morocco is in the hands of Moroccans and foreigners. It is thus necessary that this discipline, which is vital in the background of our children, be subjected to a severe and enlightened control to prevent its being touched by any ideology which would risk misrepresenting our past.

Educational organization - Primary education

37. "Il est temps d'entreprendre une réforme radicale de l'enseignement primaire" (It is time to undertake a radical form of primary teaching). L'Opinion, January 23, 1972.

The programs currently given to young people are not at all adapted to them, and do not meet their hopes, as they are drawn up by authorities all of whom are ignorant of the insurmountable difficulties which the teachers and students are constantly running up against.

Educational organization - Secondary education

38. "L'Ecole du chômage" (The school standing idle). Jeune Afrique, no. 579, February 12, 1972, p. 26.

Strikes of lycee students and university students are a part of the Moroccan political scene. This year's movement is not without importance, as is proved by the development

of the opposition's attitude. Around the middle of December, 1971, lycee students began the movement which then reached the university. The discontent of the lycee students seems to have been provoked by the reform of the baccalaureate, but this was more a pretext than the real cause. On the point of lying idle, secondary school students have a skin-deep political sensitivity. After various repressions, two months after the beginning of the strikes the government decided to react other than by force, and announced that the reform of the baccalaureate would not be applied this year.

Educational organization - Vocational education

39. "Pour une revalorisation de l'enseignement technique et de son personnel" (For a revalorization of technical education and of its personnel). L'Opinion, January 8, 1972.

In order to give this level of instruction its true nature, it is urgent and indispensable that the authorities of the ministry of culture, etc., reorganize technical teaching and apply themselves more objectively and equitably to the problems from which all its personnel are suffering.

Educational organization - Higher education

40. "L'agitation universitaire au Maroc" (University unrest in Morocco). Maghreb, no. 50, March-April 1972, pp. 13-15.

The unrest in the university and lycees of Morocco has become more widespread and violent than almost ever before, since the beginning of 1972.

Different versions are given of what has happened in the lycees and universities, but all agree in recognizing the seriousness of the facts: the opposition press as well as the official daily papers, the lycee and university students and the present minister of culture and education, M. Lasky.

The incidents began as a result of immediate and precise claims. The crisis in teaching proves the necessity of a thorough reform of the secondary and higher education systems as a function of the cultural and economic situation of the country.

41. "Les étudiants de la Faculté de Médecine: Voici pourquoi nous faisons grève" (The students of the Faculty of Medicine: This is why we are on strike). L'Opinion, January 25, 1972.

The strike which is still going on at the Faculty of Medicine began on January 17, and its cause was the ill will of the authorities towards seriously studying the students' claims. The students' wish was that the list of their claims be taken into consideration and be the basis of work by the authorities.

42. "Plusieurs étudiants blessés à Fes par les forces de l'ordre" (Several students wounded in Fes by the police). L'Opinion, February 10, 1972.

The atmosphere in the university residences at Fes and Rabat is delicate. Student arrests continue, causing the two syndical centrals to continue the strikes they had begun to protest the brutality to which they are victimized by the police.

43. "Problèmes d'enseignement Maroc" (Teaching problems - Morocco). Revue de Presse, vol. 17, February 1972, No. 162, 1 p.

A university reform is being carried out. In January the Arabic-language daily newspaper "Al Alam", organ of the Istiqlal, asked a series of questions on this project, which seems to be dragging out. In particular, it demands, in an article on January 20, 1972, that there be a stable teaching policy. The text cited is part of the reply of the daily paper "Al Anba" (official) on January 22, 1972. According to the latter, the essential elements at the base of the teaching problem are the consequences of errors made at the beginning of independence. It accuses Al Alam of being as irresponsible as those who were in command at the time, and of being content, instead of specifying, with agitating the slogan of Moroccanization. The authors of these articles know that disorder in no way serves the interests of teaching, or the students, and only promotes the plan of exploiting anarchy for political ends.

Special education

44. "Decret no. 2.72.046 du 24 janvier 1972 portant réforme de l'Ecole marocaine d'administration" (Decree no. 2.72.046 of January 24, 1972, for the reform of the Moroccan business school). Bulletin officiel no. 3091 of January 26, 1972, p.95, in Maghreb, no. 50, March-April 1972, p. 49.

Two cycles of training are organized:

1. The normal cycle for those with the baccalaureate, lasting three years, and for 15% of the civil servants who have worked 5 years.

2. The higher cycle for the training of superior managerial personnel, open by competition to certain members of the administration who have worked for 4 years. It lasts 18 months, with a practical training period of 6 months.

The school may organize cycles of perfecting, and information seminars. It is becoming the Ecole nationale d'administration public, and gives the basis which is indispensable

for those going into public service and managerial staff.
A unit of administrative research has been created.

45. "Malaise au sein de l'Ecole Nationale d'agriculture de Meknes" (Unrest at the national agricultural school at Meknes). L'Opinion, February 8, 1972.

A scandalous situation, causing a general state of crisis, has been revealed in all fields of the school's activity, particularly:
- There has been no planning of the programs
- Certain subjects of great importance for training have been withdrawn
- The teaching staff is incomplete
- The Administration of Studies has been out since January 1.

Cooperation

46. "Maroc-France: la coopération culturelle se transforme" (Morocco-France: cultural cooperation is becoming transformed). Maghreb, no. 50, March-April 1972, p. 6.

On January 13, in Rabat, Messrs. Benjelloun, minister of administrative affairs, and Lebel, Ambassador of France, signed a new agreement of cultural and technical cooperation. This should mark the passage from the cooperation "of substitution" to the cooperation "of training" trained staff and teachers. Signed for a period of 10 years and accompanied by a financing agreement for 5 years, the new agreement replaces the one which has been in force since 1957. Only the methods have been called in question, not the spirit of cooperation. The projects will from now on be studied by a mixed committee. French contributions will be increased insofar as the remuneration of cooperants is concerned.

V. TUNISIA

Philosophy and theory of education

47. "'L'avenir de notre pays dépend de notre politique éducationelle' dit le Premier ministre" (The future of our country depends on our educational policy, says the Prime Minister). L'Action, February 2, 1972, p. 5.

He added that it was necessary for the university to be morally and intellectually open to the future, and also to the Tunisian personality, to Tunisia's recent and ancient history. These are two imperatives which, far from being contradictory, must go together so that the university will not distort the educational, cultural, historical and human values of the Tunisian personality.

The question necessitates thorough study. The educational policy is not satisfactory, but it has its good points

as well as its weaknesses. The problem of education is part of the problems of progress. The teachers have an important role in the orientation of the students, and the parents, too, have a part to fill, and a responsibility to carry out. The country's future depends on the educational policy and on the creation of new jobs.

48. Balegh, Hedi. "Pour l'efficacité et la rentabilité de l'enseignement" (For effectiveness and profitability of teaching), La Presse, January 14, 1972, p. 3.

Reflections on the condition of a young boy of 16, touched by the age limit and dismissed from school after he had taken 10 years instead of 6 to get through primary school. The explanation might come from the often bad influence of the 3rd environment (disinterest on the part of the parents, lack of television) and from the teaching of a school which is insufficiently geared to real life and to social realities.

49. "M. Mzali: la pédagogie doit tendre à favorer des hommes qui croient en la 'tunisianité'" (Mr. Mzali: teaching must tend to favor men who believe in "Tunisianness"). La Presse, March 5, 1972, p. 6.

A speech given at the closing session of the seminar organized by the ISE on school manuals and children's books. First, reports on the work done and the results attained were read. Emphasis was put on the necessity of planning in the field of school books. For Mr. Mzali, the deficiencies are a result of the current state of teaching, culture and Tunisian thought, from the psychological state of the Tunisians. As for school books, a dynamic must be created in production - all creations, good or bad, must be encouraged, and parents and educators must cultivate in children the desire to read. The Minister of Education is getting ready to set up an infrastructure which will make it possible to encourage and supervise the production of school manuals.

50. Omayya, Abou. "Philosophie et mission de l 'université" (Philosophy and mission of the university). La Presse, January 20, 1972; January 26, 1972, p. 3.

The title of the first article is Orienting research, and is a debate on the function of the university in the developing society. It is necessary to create a bridge between secondary and higher education. It is good that contestation exists. The students must be helped to express their problems. For research themes students should orient themselves towards the Arabic heritage, rather than towards "hallowed" writers on whom much work already exists -- though this leads to the problem of insufficient documents for work. Should we use the term Islamic philosophy or Arabic philosophy?

The second article treats the university and development, after having repeated the problem of the junction between secondary and higher education. The question of employment

is also approached. The teaching profession remains almost the only opportunity after a philosophical education.

"Président à Bizerte, l'ouverture du 7e festival national de la jeunesse scolaire, M. Mzali annonce la décentralisation prochaine de l'enseignement supérieur" (Presiding in Bizerta over the opening of the 7th national festival of school youth, Mr. Mzali announces that higher education will soon be decentralized). La Presse, March 22, 1972, p. 2.

He showed the importance of defining the details of the best educational policy to follow. The models of civilization which are imported should not be imitated; rather preparation should be made to create an authentic Tunisian and Maghreban civilization, at the same time remaining open to the outside world. In order to do this, knowledge of languages, especially French and English, is vital. It is also vital to "latch onto" the progress made in science and technology. The decentralization of higher education will begin by the creation of first-year classes in letters at Sfax, Sousse and Bizerta.

Educational organization

51. Begue, Camille. Le message de Bourguiba: une politique de l'homme (The message of Bourguiba: a human politic). Paris, Hachette, pp. 107-170.

Part of this work, from page 113 to 136, studies education since 1956, the first degrees of teaching, the creation, since 1956, of primary, technical and training schools and lycees. The expenditures planned are, relative to the budget, the greatest in the world for education. He speaks of coeducational teaching, free primary and secondary schooling, the State's taking over the old Koranic schools, the system of grants, the recruitment for professional secondary education through competition at the primary level, and the programs in two languages, Arabic and French. The results, however, are somewhat removed from the effectiveness that such financial sacrifices should have -- 55% of the students leave school at the age of 15. Tunisia is confronted with the problems of all developing countries -- lack of qualified instructors, distinctly unfavorable economic, social and intellectual climate and a tendency to prefer general instruction to professional. Despite everything, the effort has not completely failed -- mentalities have changed.

Higher education in Tunisia is of very unequal effectiveness according to the discipline. On this subject the author makes two observations, one on the difficulty of mastering the language or concepts, and the difference between those trained in foreign countries (especially France) and those educated at the local university. A period in a foreign university is necessary.

Student revolts appear already at the least pretext. There are too many primary-school drop-outs. There is a necessity to harmonize the university with the development

of the world and the needs of society. Reorganization projects are underway.

He speaks of religious education. Official programs plan for courses in Islam. Penetration varies according to the region, and no indications are available for making an objective judgement. The Kairouan experience was of real interest.

The author also speaks of the literacy campaign, undertaken in 1966. He draws 3 conclusions. It is an impressive plan, despite the weakness of the financial resources, accompanied by a civic and religious education, and also by instruction in French, to provide openness to the modern world. It is a pilot experiment for developing countries, and its success is dependent upon economic animation.

52. "Chronique sociale et culturelle. IV. Tunisie. 1. enseignement et vie culturelle. A. L'enseignement" (Social and cultural chronicle. IV. Tunisia. 1. teaching and cultural life. A. Teaching). Annuaire de l'Afrique du Nord, vol. IX, 1971, pp. 400-421.

A policy of selection has been instituted. It limits the access to culture to all degrees of instruction and gives particular importance to the problem of school drop-outs. The problems of Tunisification and Arabization are related above all to the training of teaching staff. Following the political changes which have been made since the failure of cooperation, new accomplishments have been made. Changes have been made by the successive ministers, and the development of the numbers enrolled and the various problems posed by Tunisian education are discussed. The application of the new policies began only after Chedli Ayari succeeded M. Mzali, who, although he had not had the time to apply new orientations, initiated a reorganization. The length of primary studies remains six years, but the schedules have been changed (10 hours because of the suppression of French in the first year). Long secondary education is divided into two cycles, one of four years and one of three. Professional education has been reinstated. It will last four years, and a professional diploma (industrial or commercial section) will be given upon completion of the program. Normal school education (teacher training) has been reorganized.

Reorganization of the structures of higher education is planned. The Normal School for Assistant Teachers is again becoming autonomous with respect to the Higher Secondary school, and will furnish 200 to 300 teachers a year.

The present rate of enrollment is 72.32% (85.32% boys and 58.40% girls).

53. "Les crèches, garderies et jardinières d'enfants au bord de la mutation" (Nursery schools and kindergartens on the eve of change). L'Action, January 28, 1972, p. 2.

Since 1962, when they were created, they have depended on the Ministry of Youth and Sports, and on the Ministry of the Interior, through the intermediary of the municipalities. The latter take care especially of management and supplies, while the Ministry of Youth and Sports takes care of training personnel, specifying regulations and making out programs. In order to avoid an unstable situation, it is foreseen that they be put under a single ministry. The nursery schools have a considerable role, in that they prepare the child for a good social adaptation. A child coming from a nursery school is better adapted for school. But these institutions are too few in number, and should be free. Putting children with individual nurses might be a temporary remedy, but would have to be rigorously controlled.

54. "L'enseignement en 1971. Changements dans les méthodes éducationnelles" (Teaching in 1971. Changes in educational methods). La Presse, January 9, 1972, p. 11.

The school and university year has been a time of changes in both educational methods and in trained staff. A higher council of the Ministry of Education has been created to give its advice on the orientation of the national policies in education. Permanent commissions have been set up to report on the problems raised. The problem of the system of four examinations has been at the origin of student unrest.

The article recalls the most notable achievements in education.

55. Tarifa, C. "L'enseignement du 1er et du 2e degré en Tunisie" (1st and 2nd level teaching in Tunisia). Population, March 1971, pp. 149-180.

On the eve of independence, only a small part of the population attended school. One child out of four went to school. Illiteracy was almost universal, especially among the old.

After independence, a new reform was introduced, and has been enforced since 1958-59. This article is an attempt to assess the results of the new system from a quantitative point of view, the total intensity represented by the proportion of children who graduate, the proportion of drop-outs, and the average number of school years per graduate.

The article is divided into Education under the Protectorate, Reform of education, Primary education since 1958-1959 and secondary education.

56. "Les travaux des commissions de l'enseignement" (The work of the teaching commissions). L'Action, March 31, 1972, pp. 1-4.

The commissions set up within the Ministry of Education have begun the last phase of their work. The commission on educational policy has presented its final report to

Mr. Mzali, the Minister of Education. The commissions on primary, secondary and higher education, and those on the normal schools have finished their reports. The commission on the future normal school for teaching professors is trying to study the statute of this school and to fix the orientations and programs.

Educational organization - Primary education

57. Derouiche, Larbi. "L'OFPE introduit la technique dans l'enseignement primaire" (The National Bureau for Training and Employment introduces technical instruction into primary education). La Presse, February 17, 1972, p. 2.

This is an experiment undertaken by the Bureau in collaboration with the Bureau of primary education, which consists in initiating students of the 6th year of primary education into manual work. The aim of this initiation is the orientation of a greater number of young people towards technical work. The method used is an active one. The programs include exercises of initiation into the devices and handling of tools, as well as to scientific notions.

The report on this experiment has been drawn up both qualitatively and quantitatively. The science of manual work has given noticeable improvement even in the social behavior of young people.

Educational organization - Vocational organization

58. "Organisation de l'apprentissage dans les entreprises" (The organization of apprenticeship in business). La Presse, March 7, 1972.

The "Journal officiel" of the Republic of Tunisia published, in its issues of February 29 and March 3, 1972, a decree calling for the organization of apprenticeship in businesses. Dated February 22, 1972, this decree stipulates, notably, the conditions of apprenticeship, the contract of apprenticeship, which is sometimes verbal, admission subject to age restrictions (14 to 18 years) and to restrictions of level (minimum 5th year of primary education), recruitment carried out through public employment bureaus, and direct acceptance, with obligatory notification of the bureau.

The organization of the apprenticeship composed of a practical training and a theoretical instruction is carried out by the national bureau of training and employment, or the professional organizations or the businesses. The number of courses annually must be at least 160, grouped in sessions of four hours per week. The completion of apprenticeship will be recognized at an examination.

59. "Pour la solution du problème des défaillants de

l'enseignement, l'apprentissage permet aux jeunes d'acquérir un métier d'avenir" (As a solution to the problem of school failure, apprenticeship makes it possible for young people to acquire a profession with a future). La Presse, March 3, 1972, p. 2.

The large number of school failures is swelling the ranks of the unemployed, and posing many problems for parents, for regional employment bureaus and for local authorities. Theoretically, the government has planned a function in various branches of industry or other sectors. Despite the great diversification of the function, certain specialties are still rejected by most young people. Manual labor must again be brought into favor. Apprenticeship is one of the ways in which a specialty can be acquired. Legislation has tried to reduce abuse of the system and to guarantee it continuity and effectiveness. There is a reciprocal obligation in apprenticeship. The hiring process is made easier.

Educational organization - Higher education

60. "A propos de l'agitation à l'université. Des faits et des réalités" (Agitation at the university. Facts and realities). La Presse, February 7-8, 1972, pp. 1 & 4; February 9, pp. 1, 4-5; February 10, pp. 1 & 5.

This article publishes part of a letter from a student exposing the problems of the university. He discusses, among other things, the negative attitude of the university authorities. The newspaper replies to these allegations and gives a history of the difficulties at the university. Each time that it has been possible to do so, no effort has been spared to reply positively to the students' demands.

In a second part, the student takes up the problem of the strike. The third part of the letter speaks of the Simone Lellouche and Ben Othman affair.

On the same day, it was announced that the university would be closed until September 1972 if courses were not resumed on that same day.

61. "A propos de la décentralisation universitaire" (On decentralization of the university). L'Action, January 7, 1972.

A reader's opinion on the possibility of constructing a second university in the country.

The University of Tunis, which has just barely been completed and which has not yet been fully paid for, is not yet full to capacity, and is fully capable of meeting Tunisia's needs for another ten years. Tunisia should be careful in throwing herself into projects which are beyond her means, which would tend to construct a second university.

A good idea would be to plan university years spent

in various parts of the country, but in the cities most appropriate, for example a year at the Faculty of Theology of Kairouan, a Mining Institute at Gafsa, etc.

62. Abdelmoula, Mahmoud. "L'université zaitounienne et la soci té tunisienne" (The University Ez-Zitouna and Tunisian society). Doctoral thesis of the 3rd cycle in sociology, Tunis, 1971, 235 pp. (Thesis for the Faculty of Letters and Humanities, 1967.)

Since this thesis was originally written, certain chapters have been revised and some details have been corrected. The study concerns the university Ez-Zitouna and particularly the mosque-university Zitouna and its annexes, its relations with society and the role it has played in Tunisia, in the Maghreb and in the Islamic world in the religious and cultural fields. The author has tried to pose the problems of the development, and to analyze the positions of the successive governments to them. The work is divided into 3 parts: the university and its foundation in the 18th century, its relations with changed oriental and occidental influences, and the different phases of the student struggle. In the last part, the author examines why the university has been transformed into a simple faculty of theology and religious sciences.

63. "Au journal officiel de la République tunisienne: Mission et attributions de l'Ecole Nationale d'Ingénieurs" (In the journal officiel of the Republic of Tunisia: the mission and powers of the National School of Engineers). La Presse, March 7, 1972, p. 2.

The bill w hich appeared in the "journal officiel" on February 29 and March 3 is dated February 26, 1972. The school has the task of training engineers of different levels and various specialties to be employed in the administrations and businesses of Tunisia, with the exception of agricultural and agronomics engineers. Within the school, there is created a center for technical and scientific studies and research. The ENIT is directed by a director and administered by a perfecting council. It also includes a scientific and technical committee and an orientation council. The director is named by decree from among the engineers holding the rank of at least head engineer. The rest of the article enumerates the functions of the director and of each council, as well as their training.

64. "Le chef de l'Etat s'entretient avec M. Hedi Nouira de la situation au sein de l'université" (The president speaks with Hedi Nouira on the situation within the university). La Presse, February 5, 1972, pp. 1 & 5.

Various articles report on the messages of support that the President has received on the subject of the difficulties at the university. Abdallah Farhat gives his opinion on the troubles and announces that the president has given instructions permitting those students who so wish to resume classes. A note from the ministry of education tells of the measures taken to put the university back on its normal course, but denies that the September baccalaureate session has been cancelled.

65. "La contestation violente de la Jeunesse tunisienne estudiantine et scolaire" (Violent contestation of Tunisian student youth). Maghreb, no. 50, March-April 1972, pp. 15-18.

The facts indicate that the events affecting the Tunisian university are reminiscent of those which, in May 1968, affected the French university, in the magnitude and nature of the conflicts with the police, particularly with the brigades of the public forces, and also in their extension to student youth as a whole. What attracts attention before one enters the reception room of the "Committee for struggle and action" is a map of Tunisia bearing in red letters: Le Kef: 5 dead, Gabes: 3 dead, Kairouan: 1 dead, Sfax: 4 dead, Tunis: 2 dead.

Since 1971 the university has been going through a certain agitation caused basically by reasons of physical order. The facts are discussed. The real causes are of various sorts. One is the contrast between the development of instruction, not followed by a development in the economy capable of relieving unemployment. Others come from the development of the political situation in Tunisia. The student revolt is a serious alert.

66. "Dand une interview au journal 'As-Sabah' M. Mzali donne des précisions sur les raisons de la création de centres universitaires à Bizerte, Sousse et Sfax" (In an interview with the newspaper "As-Sabah" Mr. Mzali discusses the reasons for creating university centers at Bizerta, Sousse and Sfax). La Presse, March 23, 1972.

The creation, starting next October, of a first year of letters and law in Sfax, Sousse and Bizerta constitutes one solution to the problem posed by the increase in the number of students in the Faculties in Tunis, from the standpoint of numbers in courses and lodgings. Subsequent studies will be pursued in the capital, unless a second year is created. The conference leaders will be the same, and assistants will be chosen locally from the professors recognized by the state.

The projects for creating a university in Sfax and a Higher Chemical Institute in Gabes are being studied.

67. "Décret no. 72-64 du 26 février 1972 fixant la mission et les attributions de l'Ecole Nationale d'Ingénieurs" (Decree no. 72-64 of February 26, 1972, fixing the mission and the powers of the National School of Engineers). JORT 115/9 (February-March 1972), pp. 261-262.

This article treats the same bill as that discussed in article 63 of this bibliography, adding certain administrative details.

68. "Ecole nationale d'Administration: Organisation de l'administration tunisienne" (The National business school: an organization of the Tunisian government). Tunis. ENA. 1972. pp. 433-458.

This is a yearbook which brings together the most important texts concerning the administrative organization of the State. One chapter is devoted to the National Business School.

An explanatory note retraces the history of the department and explains the important structures, giving a list of the people who have directed the ministerial department studied, as well as a list of the texts concerning it, texts which are either cited entirely or quoted with reference to the date of the "journal officiel" in which they were published.

The budget of the school is an important part of the national budget -- 32.5%. The personnel management directs 35,000 employees, or 1/2 of the public servants of Tunisia.

69. "L'Ecole Nationale du Service Social" (The national school of social service). L'Action, January 4, 1972.

On December 21, the school will celebrate its 7th anniversary. At present, the school trains two types of social worker:

- the day school trains male and female social assistants
- the boarding school trains social "animators."

At present the school has 90 boarding students and as many day students.

70. "En marge des troubles à l'université" (Notes on the troubles at the university). La Presse, February 10, 1972, p. 5.

During the ten preceding days, the university had difficult times. The wave of strikes began the last days of January, when a handfull of subversives undertook an attempt. The Simone Lellouche affair served to mobilize the university youth to their ends. A communique of February 1 clarified matters.The students then disturbed courses and held meetings in the Faculty. The general union of Tunisian Students then gave the real details on the

situation. The national bureau of Destourian students took a forthright position. Numerous organizations sent messages of support and exhorted the students to return to the correct path. On February 4 the minister of education announced the government's weighed and thoughtful position. Frank standpoints were taken by the government and on February 8 it was decided to close the Faculties of Law and Economics and Letters and Humanities.

71. "Fermeture des Facultés de droit et des lettres" (Closing of the Faculties of law and letters). L'Action, February 9, 1972, p. 4.

The Ministerial Council has studied the situation at the university. Having observed that courses have not been resumed at the Faculty of Law and at the Faculty of letters, the council decided to close these two establishments until September 30. 1972. This decision means suppressing all grants to students in these two faculties.

In the same article, Mr. Nouira expresses the opinion that the disorders have no relation either to the university or to Tunisia. Mr. Mzali thinks that the situation requires firm, clear attitudes and calls to parents to do something. The nation's qualified personnel call for a cleaning-up of the university.

72. "Les hautes études commerciales" (Higher commercial studies). La Presse, March 29, 1972, p. 4.

The instruction given at the Institute of higher commercial studies of Tunis is on the level of the 2nd cycle of higher business instruction. The aim of the institute is to train highly qualified staff for commerce, industry and management. The instruction is on a university rather than a purely technical level. It is, however, of a practical nature, and therefore calls upon the help of technicians and specialists and training sessions are organized, both in foreign countries and in Tunisia. The course of study lasts 4 years. Students are admitted through competition among candidates having the baccalaureate. The article then gives the subjects and conditions of the competition.

73. "Imposante démonstration de force populaire et d'union autour du parti" (An imposing demonstration of popular force and unity around the party). L'Action, February 12, 1972, p.5.

According to Mr. Nouira, the disorder was directed against the students, the university and the nation. The disorders are due to subversive activity led from outside, and the slogans indicate the subversive tendencies of the leaders. It is necessary to be realistic. The state is doing many things for young people, and for students in particular.

It is determined to reconsider the problem of education and of the university. University reform will be accomplished quickly. Its greater interest must take precedence over all other considerations.

The article is followed by the speeches of the representatives of national organizations.

74. Masmoudi, Mohamed. "Notre université à la croisée des chemins" (Our university at the crossing of the paths). L'Action, March 3, 1972, p. 6.

A report on the crisis in the university. Four years after the crisis of May 1968, which did not seem to concern us, violence has just broken out in the university. Is this a phenomenon of imitation or a political question? What problem have the students, that is so difficult to understand and solve. Perhaps this agitation is a manifestation of boredom. It is a lost opportunity for creative work and it constitutes irrecuperable lost time.

Unity is the pledge and the necessity for the future. The anxiety caused by the students' attitude would have been salutary if it had revealed an awakening of conscience. The students must fight to solve the problem of grants. There are no miracles without work. We must work together in research, and with a will to work. It is to this action that we call young people. We are offering the students the chance to construct the future with the adults of the present, with the teaching of our martyrs and with the good traditions of the past.

75. Mzali, Mohamed. "Le gouvernement est décidé à r examiner le dossier de l'université" (The government is determined to reexamine the university question). La Presse, February 27, 1972.

In a political meeting, several speakers expressed their indignation at the university agitation, supporting the government's decisions on this subject. In reply, Mr. Mzali indicated that the government had decided to introduce radical reforms in the educational system. He recalled that the last student troubles had been caused by irresponsible elements against which the government was determined to fight vigorously. In addition, the decision has been made to continue Arabization.

76. "M. Mzali lance un appel aux étudiants pour qu'ils prennent part à l'élaboration de la nouvelle politique éducationnelle" (M. Mzali launches a call to the students to take part in drawing up the new educational policies). La Presse, February 29, 1972, p. 4.

During the opening session of the regional youth conference, the Minister of Education congratulated the Destourian youth on the effective role it played during the student manifestations. He reviewed the events in the university from 1968 up to the present, and explained that these always happened following the same plot. He spoke of the decision to close the Faculties of Letters and of Law, a decision which was fully supported by the participants. The events will have served as a motive for activating the revision of educational policy. He launched an appeal to the students to contribute to drawing up the policies planned on. History is offering today's youth the opportunity to contribute to drawing up a new culture.

77. "Présidant la clôture de la conférence sur l'enseignement supérieur, M. Hamed Zghal: la souci du gouvernement est de limiter les dépenses sans porter préjudice à la démocratie dans l'enseignement" (Presiding over the closing of the conference on higher education, Mr. Hamed Zghal: the concern of the government is to limit expenses without damaging democracy in education). L'Action, January 25, 1972, p. 2.

Three motions came out of the conference's work. The first involves the programs of higher education and emphasizes the technical and agricultural domains, as well as the progressive Arabization of instruction, and the encouragement of scientific research. One motion concerns structures, and suggests the participation of all the students concerned by university life in the running of the university. The third motion concerns university affairs and cultural questions.

The Secretary of State stated that there is no cause for alarm as far as democracy in education is concerned. The only cause for worry is limiting expenses without harming this democracy.

78. "Présidant une tribune libre à Bizerte, M. Mzali: nous devons trouver des solutions radicales aux problèmes de l'université" (Presiding over a free meeting in Bizerta, Mr. Mzali: we must all find radical solutions to the problems of the university). L'Action, March 4, 1972, p. 2.

Several contributions concerned the necessity of making programs more "Tunisian" and of speeding up the Arabization of teaching. Others spoke of the student crisis, pointing out that its origins should be sought in the external influences to which the students are subject through their ideological contact with foreign politics (the study of Marxism in political sciences). Mr. Mzali replied to these questions. In the domain of the quantity of instruction, great progress has been made. More than 90% of the children between 6 and 12 years old are going to school. The

government now thinks that it must take a greater interest in the quality and in the content of the instruction, especially to avoid the generation gap. The solution lies in a thorough examination of the situation in the university. The university has emphasized its willingness to engage in a dialogue with all those concerned. Education must meet the aspirations of the Tunisian people.

79. "Tunisie: L'affaire Ben Othman" par M.B. Revue française d'études politiques africaines, no. 75, March 1972, pp. 9-11.

The government has, as usual, explained the student disorder which arose again last month as having been inspired by foreign ideologies and influences. The relations between the government of Bourguiba and the university have always been marked by a long misunderstanding. For Mr. Bourguiba, the students for whom the nation is responsible have no business in politics, and he can lean on the General Union of Tunisian Students, the core of which is composed of Destourian elements. For the students, the pro-American position of Tunisia is not justified, and the abandoning of collectivist measures worries them. However, the possibility of putting the student manifestations down to foreign agitation seems no longer to be feasible, and this was verified by the arrest of Ben Othman, who was accused of having been the author of 2 articles published in an opposition document appearing in Paris, and against whom it was held that his wife was Jewish, to "Zionist scheming" ignoring that the majority of Tunisian youth is free of racial prejudice.

80. "L'UGTT dénonce l'agitation à l'université" (The General Union of Tunisian Workers denounces the agitation at the university). La Presse, February 3, 1972, p. 1.

A communique of the UGTT declaring that it will combat any subversive movement and deploring that the students have taken the side of Simone Lellouche. They emphasize that such actions can only serve the interests of anarchists on all sides, and that on the side of the students it does not permit disturbance of the country's progress. They are convinced that the example of the workers will inspire the students to participate actively in the struggle against under-development.

Adult education

81. "L'Institut de promotion supérieure du travail" (The institute for higher work promotion). L'Action, March 3, 1972, p. 2.

A perpetual renewal of one's knowledge is necessary, and this is why the institute was created. It is a night

and correspondence school depending on the National Bureau of Professional Training and Employment. The different specialties offered are indicated. The aims of the night courses are training in preparation for higher education, preparation for a technical university diploma (organized in connection with the university technology institute in various specialties -- chemistry - electronics - electro-technique - construction - mechanics - data processing, leading to the title of engineer.

The higher cycle -- 2 years of instruction on the level of the engineering schools -- is carried out in connection with the National School for Tunisian Engineers. Courses are held from 6.30 p.m. to 9 p.m. and sometimes on Saturday and Sunday. Continuous assessment of knowledge is made.

82. "L'Office de la formation professionelle et de l'emploi" (The bureau of professional training and employment). L'Action, March 11, 1972, p. 6.

The bureau of professional training, of the bureau of professional training and employment, meets the following requirements:

1. to satisfy the short-term needs of industry;
2. to train those who have not been able to profit from training within the framework of the school system -- young people 17 to 35 years old with an educational level from the primary cycle to 3 years of general instruction after the certificate of professional training;
3. to complete professional training received in the school system;
4. to meet technological developments;
5. to satisfy the legitimate need for promotion;
6. to ensure the reeducation of certain handicapped persons;
7. to prepare excess laborers for emigration.

It is an intermediary between the enterprise and the employee and between general functions and specialization.

83. "Edgar Pisani devant les élèves de l'ENIT. L'éducation permanente: le meilleur investissement" (Edgar Gisani before the students of the National Institute of Tunisian Engineers). La Presse, March 7, 1972, p. 3.

The former French minister of agriculture and equipment spoke on his favorite theme, permanent education. He thinks that the need for renewal is permanent in all fields, but the student's only worry is obtaining a diploma, a defect which is common to the French and Tunisian pedagogic systems. In terms of effectiveness, the knowledge becomes outdated more quickly in developing countries, because the world here is evolving more quickly than in developed

countries. Permanent education is indispensable insofar as it meets the necessity of interpreting the society in which one lives.

Setting up a system of permanent education is the only way of resolving the university crisis, as it would give it a meaning. The diplomas are unstable diplomas. Anyone who has benefitted from education should owe 100 hours per year towards the teaching of others. This system would constitute a fabulous investment.

84. "Motivation à la lecture" (Motivation for reading). Al Kitab, Ministère de l'Education nationale. Institut des Sciences de l'Education, 1972, 31 pp. (Année internationale du livre 1972.)

There are several parts making up this brochure. The 1st concerns the international book and reading year, (its objectives, aims and themes, its activities) as well as UNESCO. The 2nd part treats the annual program. The 3rd part of the brochure treats the book and reading through the Tunisian press. There is a bibliography of articles treating the problems of reading.

The 4th part concerns the production of books in Tunisia, the situation of the book and of reading through an investigation as well as some of the titles published.

Teaching aids

85. "Activités-programmes" (Activities, programs). Tunis. Institut des Sciences de l'Education, 20 pp.

This is a brochure concerning the Institute of Educational Sciences. It discusses its budget, personnel, equipment, projects and organization chart. The documentation exists as a function of the Institute's needs and includes around 3,250 books in French and other foreign languages, 1,400 in Arabic and revues (35 periodicals). A cataloguing system establishes an experimental research unit in audiovisual techniques and school television, (preparatory phase and realization). Other units of experimental research (UER) are one on the psycho-pedagogy of languages (objective realization and activities); motivation for reading - objectives and realization; learning techniques, documentation, its function, production of and experimentation with programs. There is a research program treating the programmed teaching of Arabic grammar, family and effective education, curative pedagogy (reasons and activities), psycho-pedagogic consultation, training of specialized personnel, a history UER (objectives, methodology, program), and a geography UER (realizations and projects).

86. "Premier bilan pour l'enseignement de l'anglais en Tunisie" (First report on the teaching of English in

Tunisia). La Presse, February 18, 1972, p. 2.

Great transformations have occurred in this instruction during the last year. A new methodology has been adopted and new manuals have been drawn up. This method is still in the experimental stage. Two linguistic experts, Mr. Prator and Mr. Cartledge reported on this experiment. They give the green light to this method, pointing out the weak points in the teaching of modern languages in Tunisia.

English remains essential in international relations and as it is the third language taught, this explains the care taken by those responsible for educational progress.

87. "Séminaire sur la lecture enfantine et du livre pour enfants" (Seminar on children's reading and on children's books). L'Action, February 27, 1972, p. III.

Within the framework of its activities of sociopedagogic research and action, the Institute of Educational Sciences organized, between March 2 and 4, 1972, a seminar to be devoted exclusively to the problems of reading and of books for children. The problems to be discussed were the following:

a. the conception of the printed document
b. the production and distribution of these documents
c. reading habits
d. the criteria of supply and of restructuring of children's libraries
e. techniques of motivation and animation to reinforce the desire to read.

In order to accomplish this, the directions for research and the means of investigation to be used must be determined. The program of the seminar is then discussed.

Special Education

88. "Moh. Sayah visite l'école de l'aviation civile de Borj el Amri. Encourager les jeunes bacheliers à opter pour les carrières de l'aviation" (Moh. Sayah visits the civil aviation school of Borj el Amri. Young baccalaureate-holders should be encouraged to choose careers in aviation). L'Action, March 18, 1972, p. 2.

The Minister of Public Works and Habitat declared he was satisfied with the way this school was running. It trains staff for Tunisia and African countries. Tunisia's needs in the field of civil aviation are still enormous. Forty pilots have been trained in this school, which was created in 1957 and which has since 1963 benefitted from the technical and financial assistance of the United Nations' program for development. It ensures the training of staff in several specialties for Tunisia, Senegal, the

Ivory Coast, Guinea, Rawanda, Mali and Morocco.

89. "Union Tunisienne pour l'aide aux insuffisants mentaux. Au service des handicapés mentaux" (The Tunisian union for aid to the mentally defective. Serving the mentally handicapped). Tunis, Maison tunisienne de l'édition, 1972. 32 pp., ill.

After a discussion by Dr. Chedli Ben Jaafar on what are mentally handicapped children, the causes of their mental handicaps, and the problems of parents and of learning, the brochure discusses the organization and aims of the UTAIM, the locations of the centers, what has been accomplished (kindergartens, pre-school classes, professional pre-apprenticeship classes and workshops). It concludes with the short-term projects (creation of functional establishments, legal measures, detection centers, a school for the training of specialized educators, and an information and distribution center), and the long-term ones (an educational complex for each governorate in 10 years, adoption of the charter of the rights of the mentally handicapped (U.N. Stockholm, 1968), a national day, research institute, family placement, animation service).

90. "La Tunisie au 5eme colloque des directeurs d'écoles d'administration" (Tunisia at the 5th colloquium of directors of schools of administration). La Presse, March 31, 1972, p. 4.

Tunisia was among the countries of the Maghreb, Africa and Madagascar represented at this colloquium on the theme "National schools of administration and territorial administration."

The training of administrative agents must be polyvalent, considering the varied nature and the new responsibilities of their functions, especially in the field of economics.

Cooperation

91. "Table ronde: 20 enseignants francais et tunisiens débattent des aspects pratiques et pédagogiques de la coopération entre la France et la Tunisie en matière d'éducation" (Round table: 20 French and Tunisian teachers discuss the practical and pedagogic aspects of the cooperation between France and Tunisia in the field of education). L'Action, March 2, 1972.

In a frank and objective dialogue, the participants tried together to pose the problems of cooperation, to evaluate them and to diagnose the perspectives. In the effort of development, cooperation constitutes a strategic tool, and it is sometimes good to check its effectiveness.

The problems raised were: the interest of cooperation, the question of choice of country for the cooperants, of integration and relations with the population and the students, the yield of cooperation, the position of French and the future of cooperation.

VI. SPECIAL PROBLEM

One of the foremost preoccupations of the countries of the Maghreb is the so-called "Arabization," that is, the spreading of the Arabic language throughout various aspects of the country's daily life and most particularly in its education.

Several questions are raised by Arabization. To what extent should Arabic be stressed, for instance, when international communications nevertheless make the knowledge of a second language necessary? To what extent is Arabic a suitable vehicle for certain subjects where the classical language does not contain the necessary vocabulary?

The following articles discuss some of the different aspects of these questions.

92. "Arrivée à Tunis du Directeur général du bureau permanent pour la coordination de l'arabisation dans le monde arabe" (Arrival in Tunis of the general director of the permanent bureau for the coordination of Arabization in the Arab world). La Presse, March 21, 1972, p. 2.

The director and the expert attached to this bureau visited Tunis as part of a trip they are making to Arab capitals in preparation for the conference on Arabization and the coordination of Arabic terminology, which is to be held in Algiers in 1973. Another aim of this visit was to contact Arab ministers of education concerning the interest of the study of the documents and of the six scientific dictionaries drawn up by the permanent bureau in the fields of chemistry, physics, mathematics and biology. Great hopes are placed in the participation of Tunisia, as this country is the departure point of the Arabic language in the Maghreb and constitutes a link between the Machrek and the Maghreb,

93. "Culture algérienne et culture francaise" (Algerian culture and French culture), by J. Champion. Paris, Esprit no. 3, March 1972.

The author, who teaches at the Faculty of Letters of Constantine, develops the idea that the literacy campaign for a decolonized people -- more especially here, Algeria -- must be undertaken in its national language, even if this is a dialectal one. Arabization, he recalls, is, for the

Algerian government, "one of the last combats for national liberation."

94. "La révolution culturelle en 1971" (The cultural revolution in 1971). El Moudjahid, January 5, 1972, p. 5.

If revolution is the upsetting of existing structures for the setting-up of other, better elaborated structures, then it may be affirmed that it is operative in Algeria. It is attempting to be realistic, founded for the recovery of the personality, whose essential factor is Arabization. This is the business of everyone, and 1971 has been the year of Arabization. Definite plans have been made to create courses in Arabic in the newspapers (as well as on radio and television), courses will be given in the mosques and in manuals destined for the workers. In primary education, the third and fourth years are completely Arabized. In secondary education, history is Arabized. For higher education, a permanent commission has been created in each university. All government employees have taken tests to determine their level.

95. "L'arabisation: un moyen efficace" (Arabization: an effective means). L'Opinion, January 20, 1972.

The dismissal of Egyptians who spoke Arabic has been very disadvantageous for Arabization, which was making noticeable progress and which the authorities apparently are against. They used the pretext of interference in the internal affairs of the country, to return to the use of French calling in French people who have replaced the Egyptians in the posts they were occupying in teaching.

96. Abou Omeya. "Arabiser l'enseignement de la philosophie?" (Should the teaching of philosophy be Arabized?). La Presse, January 6, 7, 8, 11 1972, p. 3.

This series of articles constitutes first a warning: philosophy must not be conceived of -- pedagogically -- as anything less then the instrument of the man of the future. Thus one does not learn philosophy, but one learns to philosophize. Hence it goes without saying that it must be taught in Arabic. The second part is an inquiry, limited certainly but significant, among the students of the seventh year. The question is of great interest to them, but is also a source of unease. The third part discusses an interview with a Tunisian professor who, while he knows very little Arabic himself, nevertheless defends the idea of Arabization. There is no contradiction between Arabization and bilingualism. Arabization has become an historical necessity, for a socio-linguistic reason. The principle of Arabization is unquestionable.

97. "L'arabisation" (Arabization). L'Action, January 7, 1972, p. 7.

Arabization, which is first an "emergency exit" in view of language problems, may later give to our education a specific Arabic-Tunisian character, and may lead to fundamental and effective choices in education.

To Arabize is thus to make education more dynamic, more flexible, more extensive and even more democratic.

This article is the conclusion of an investigation made among teachers and lycee students on Arabization. It is a subject of vital interest. The difficulties encountered by young people in their school life come first from the manipulation of languages (3 in secondary education).

98. "Enseignement, langue arabe et modernité" (Teaching, the Arabic language and modernity). La Presse, January 23, 1972, p. 10.

This page, set up by Abou Omeya, includes several articles. "Towards a new pedagogic attitude in the teaching of Arabic," is an article written by an Arabic teacher which constitutes the starting point for a new relational pedagogy. "Reflections on a reform written by a geography professor, treats the profitability of education, the atmosphere at the lycees, the training of staff and Arabization.

A student at the Teachers' Normal School of Zaghouan defends the capacity of the Arabic language.

Another Arabic teacher discusses the active method of teaching. One article treats Arabization and another concerns the relations between Arabic and audio-visual teaching.

99. M. Mzali, "La reforme de l'enseignement accordera une grande importance à la 'Tunisianité'" (Educational reform will give great importance to 'Tunisian-ness'). L'Action, March 5-6, 1972, p. 4.

The Minister of Education presided, at the closed circuit school television system center, over the closing session of the seminar organized by the ISE on school manuals. The school books suffer from numerous quantitative and qualitative deficiencies. A planning policy is necessary in this field. According to Mr. Mzali, these deficiencies come from the current state of education, culture and Tunisian youth. The revision of programs and the reform of teaching will give much importance to "Tunisian-ness", on the assumption that the school will remedy these problems.

Parents and educators must cultivate in the child the desire to read. The minister is getting ready to set up

a substructure to encourage and supervise the production of a school manual constituted by a National Pedagogic Center.

100. Mehiri, Abdelkader. "L'arabisation exige la connaissance profonde d'une ou deux langues étrangères" (Arabization necessitates the thorough knowledge of one or two foreign languages). La Presse, January 18, 1972, p. 3.

An interview with Mr. Mehiri (dean of the Faculty of Letters), by La Presse.

Mr. Mehiri replied to the following questions: the difficulties of Arabic in the face of modernity, the future of the Arabic language, the problem of borrowing words from other languages, in a psycho-linguistic perspective. Is borrowing a danger for the language, or for the user? How can its integration into modern Arabic be conceived? This seems ineluctable and without danger, unless it is too invading in nature. But the language itself rejects that which it cannot assimilate. Speaking of the introduction of modern methods of research into the study of the Arabic language is desirable.